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ABSTRACT

In the first of four papers dealing with gifted and developmental potential in women and the disadvantaged, Alexinia Y. Baldwin describes a curriculum package entitled Ecology the Web of Life, designed for high potential students from low socioeconomic backgrounds. It is intended to develop higher level thought processes, features several methods of inquiry, and is multidisciplinary. Jean A. Morse discusses barriers (social pressures and restrictions) faced by gifted girls while growing up which depress manifestations of their potential, and subtle and direct barriers faced by gifted women. Covered are role expectations and opportunities, discriminatory employment practices, problems in choosing and pursuing a career, and suggestions for workers in the area of the gifted. Jack L. Fadely addresses the subject of whether professional women in education, especially at administrative, higher education, and supervisory levels, find their sex a barrier to advancement and equal opportunity. Examined are issues involved, current trends, and opportunities, based on a review of related studies and interviews. James L. McDuffie compares features necessary for special education programs, particularly for the gifted and retarded. Identified are key program features useful for program development and evaluation. (KW)

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Exceptional Children Conference Papers:

Gifted and Developmental Potential in Women and the Disadvantaged

Papers Presented at the

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PREFACE

Gifted and Developmental Potential in Women and the Disadvantaged is a collection of four papers selected from those presented at the 49th Annual International CEC Convention, Miami Beach, Florida, April 18-24, 1971. These papers were collected and compiled by The Council for Exceptional Children, Arlington, Virginia. Other collections of papers from the Convention have been compiled and are available from the ERIC Document Reproduction Service. Other collections may be found by consulting the Institution Index of Research in Education under Council for Exceptional Children or the Subject Index under Exceptional Child Education. Titles of these other collections are:

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Trends and Issues in Special Education

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A CURRICULUM FOR HIGH POTENTIAL STUDENTS FROM LOW-SOCIO-ECONOMIC BACKGROUNDS

Ecology the Web of Life

Alexinia Y. Baldwin,*
University of Connecticut

In spite of the divergence of ideas concerning the "proper" way to plan for children of high creative and/or intellectual ability from any socio-economic background there has been a consistent emergence of a common theory of education for these children namely: (1) education should systematically broaden and deepen the bright student's experience in both intellective and non-intellective areas beyond normal school fare and (2) the responsibility and commitment of the student in his own education should be maximized. As is true with all children, the greater the variety of stimulation and the more numerous the situations which initiate modification of conceptualization, the more mobile and differentiated the mental structure becomes. In other words, the more the child hears, sees, and interprets, or is helped to interpret, the more different things he will want to see and hear, and the more he will get from what he sees and hears.

Slide I Title

The curriculum package Ecology the Web of Life which I am presenting today was designed for the purpose of developing higher level

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*Paper presented at the International Convention of the Council for Exceptional Children, April 21, Miami, Florida.

thought processes in students of high creative and/or intellectual ability coming from varying economic backgrounds. The package is just completing a four month period of being field-tested with students of varying mental abilities, socio-economic backgrounds, and geographic environments.

The decision to select ecology as a topic through which to develop higher level thought processes came out of a conference with Dr. Philo Pritzkau who when reading another curriculum package entitled "Jazz a Reflection of the Socio-Economic Structure of Our Country" reflected on the whole range of ecological relationships between man and nature which would suggest that there should be a whole spectrum of ideas which include the humanities as well as the theories, ideas, experiences and attitudes which become our understanding of each of the many modes of non-nature relationships.

Ecology at that time was gaining popularity as a cause but writers like Erlich and Carlson had highlighted population explosion and environmental pollution, consequently, the concept of ecology in the minds of laymen was narrowed and became synonomous with pollution and birth control. Ecology takes on a much broader meaning than this and consequently provides a rich background of ideas and assumptions for students of any socio-economic background to analyze, organize, experiment, discover, develop new philosophies, and test theories. As Dr. Joranson (1970) has stated, ecology is a problem rooted in all aspects of human existence on the planet today and therefore one demanding a multidiscipline approach. With this idea in mind, Ecology the Web of Life features several methods of inquiry keeping in mind those

techniques which are sufficiently general to be common to all sciences or a significant part of them. These procedures as suggested by Kaplan (1964) are: forming concepts and hypotheses, making observations and measurements; performing experiments; building models and theories; and providing explanations and making predictions. This curricular package also features a teacher's guide and a student's guide. The teacher's guide includes a section titled TO THE TEACHER which is designed to assist the teacher in developing a different concept of teaching as related to perspective, role and different teaching techniques and evaluative emphases. The class through the teacher is guided to become process oriented with emphasis on learning pattern; teacher being a learner-participant; learning direction being determined by each student for himself; and evaluation of students and teacher on their involvement in the learning process. This section also contains suggested "cueing strategies" for developing elaborative thinking, fluency, flexibility and other creative processes as listed by Williams & Eberle, (1967).

The first area of the Teacher's guide and companion student's guide, provides investigative situations on several disciplines which explore definitions, relationships, theories and propositions concerning ecology. Area I. is divided into 7 sub-units. Unit 1 is the introductory unit and includes definitions and motivational activities. One example of an activity is the presentation of these pictures which are included in the media section. The creative processes of elaborative and fluent thinking could be stimulated by asking questions such as: think of several titles for this picture; when you describe

it, leave nothing to the imagination; be as descriptive as possible; list all the consequences that the problem suggest.

Slides 2,3,4.

Unit 2 Natural Science, presents a study of parallel ecosystems and leads students into experimentations and discussions of the effects of scientific discoveries on man and environment. These are pictures of models designed by students of Vernon, Connecticut and Birmingham, Ala. as outgrowths of this unit. The students considered their surroundings and changes already being made or in need of being made.

Slides 6,7,8a,8b, 9.

Also included in this section is an impromtu game titled "The Day the Trees Disappeared". Rules are made by students as the game is about to be played. Creative ideas are encouraged in rule making and game playing.

Unit 3 Political Science or Economics, introduces students to legislation and labor and management. The main feature here is a simulation game titled "Pass the Eco Bill" where students as teams write their own bills and attempt to pass them by arguing the validity of their bill and receiving yes or no votes from the "legislative" body. These are some slides taken of activities during a "congressional" meeting held at one of the schools field testing the package.

Slides 10,11,12,13,14,15,16,17

Unit 4 Sociology, points out cause and effect in urban planning and development. It explores ghetto housing and attitudes. The simulation game in this section gives students background information about a ficticious city along with companion problems in housing and attitudes to be solved.

These slides show the environment of the school and the district from which children of Hartford, Connecticut would be able to draw conclusions and suggest possible changes.

Slides 18-19

The other three units Religion, Literature and Art round out the multi-discipline approach being used and they also involve students in affective as well as cognitive skills.

Area II puts pupils on their own to develop projects based on a proposition which they have accepted as their philosophy. Each student must be able to defend his project in light of the proposition which he has decided to embrace. Typical suggestions for propositions present arguments pro and con on the solution to the ecology situation.

Other features of the package are: (1) a media section with transparencies, news items and pictures; (2) resource section with addresses for free and inexpensive material, film rentals and purchase; (3) reference lists of books and articles available.

As I mentioned earlier, field testing of this curricular package has been done with students of varying abilities and economic backgrounds. The effect of the package in developing higher level thought processes will be determined by criterion measures for this purpose. The hierarchical structure of Bloom's Taxonomy of Educational Objectives: Cognitive Domain and Krathwohl's Taxonomy: Affective Domain, were used as guides for formulating objectives and activities with emphasis being placed on those skills usually classified as requiring higher level thought processes. Sanders' book Classroom Questions; What Kind, was used as a reference for suggested questions for teachers to use in stim-

ulating higher level thought processes. During the field testing, the teacher's role was determined by the use of Dr. Steele's Class Activities Questionnaire because I have theorized that the curriculum and the teaching techniques go hand and hand.

Slide 20

In conclusion I would like to borrow from Hilda Taba (1966) who said

> ...while essentially the learning processes of the culturally disadvantaged do not differ from learning processes generally, the particulars for generating these processes do. For example, while all children learn better when the content of curricular is tuned to their own experience as a point of departure, for culturally disadvantaged youngsters or those of low socio-economic backgrounds this is a sine qua non, if any motivation is to be generated.[15].

Ecology the Web of Life was designed with this premise in mind.

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GIFTED WOMEN: BARRIERS TO DEVELOPMENT OF POTENTIAL

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Gifted girls and women face a dual set of barriers--the first concerns social pressures and restrictions during the growing-up process which tend to inhibit and depress the manifestation of potential. The second involves various impediments--both subtle and direct--which face women when they do attempt to maximize their potentialities. This paper * contains a discussion of these barriers, along with some suggestions for persons who work with the gifted.

The Gifted Girl as Culturally Deprived

Often, gifted girls--regardless of social class--suffer from a form of what is essentially cultural deprivation. There are genuine differences in opportunity and expectations for boys and for girls. For example, there are differences as to what are considered appropriate accomplishments for each: boys are praised for their competitive accomplishments, their skills and new ideas, while girls are rewarded for looking pretty, being in fashion, or for being able to successfully manipulate people--especially males. Komisar (1970) lists some of the assertions and cliches which condition our views about the female sex-role. A bright girls may be grudgingly told "You're smart--for a girl", or "You're so bright, it's a pity you're not a boy. You could become president of a bank--or anything you wanted"...."Don't worry your pretty head about such matters"....."Women like to be protected and treated like little girls". One toy company advertised, "boys were born to build and learn" and "girls were born to be dancers" (Komisar, 1970, p. 55).

Girls seem to learn these lessons very well, and there is some evidence that the brighter the girl, the greater the impact of this sort of cultural

*Some of the issues discussed herein have appeared in an article by the author and Catherine B. Bruch, entitled "Gifted Women: More Issues than Answers", in Educational Horizons, 1970, 49, (1), 25-32.

training. Walberg (1968) feels that girls are usually reared to be conforming, dependent, docile, uninterested in risk-taking and valuing people rather than objects. His research on Harvard Project Physics led him to conclude that while girls are very often successful in the student role, the same factors which make for success in that role penalize the girls' chances for later eminence in science. Walberg says that bright girls may "hold back intellectually for conformity to the feminine role and social approval" (Walberg, 1968, p. 52). Groth (1969) puts it more simply: "Gifted girls and women learn to appear dumb" (p. 3).

Walberg also makes reference to an interesting study by Crandall, Dewey, Katkovsky and Preston. These researchers studied sex differences and intelligence in relation to expectation of success on a new task. Among boys, IQ was positively correlated with expectation of success, whereas the brighter the girl, the LESS well she expected to do! Bright boys tended to believe that success would be an outcome of their own efforts; girls did not display comparable self-reliance.

Horner(1969) found that bright female undergraduates demonstrated a "fear of success" in their responses to a TAT (projective test) situation. The general tenor of this fantasy data was that, if the woman were successful in a career or profession, she would have to "pay" for it in some way. Often the female subjects would describe the hypothetical young woman in this TAT stimulus as physically unattractive, or as having no dates or social life, or as being somewhat abnormal or guilt-ridden. Horner's recent work seems to indicate that this phenomenon of "fear of success" is actually on the increase among intelligent young women--despite the fact that some legal and educational barriers have actually been removed! [Horner has also recently pointed out that the attitudes of male peers (i.e., boyfriends, fiancees, etc.) toward the female sex role seemed to be a significant factor in bringing out fear of success in these young women subjects (1970).]

This apparent dependence upon others for reassurance of self-esteem and for definition of appropriate female behavior is echoed in Helson's studies of creative expression. In Helson's (1968) sample, women who were creative showed more receptivity to emotional stimuli, while creative men seemed to be able to pay attention only to that which was relevent in their work. Helson feels that creative women have a "permissive input system" and must function under conditions of low control and frequent environmental discouragement. Helson believes it more characteristic of creative men to be purposive, assertive and objective, while creative women tend to be receptive and nurturant.

In addition to some of these problems in growing up, what are some of the barriers faced by the gifted woman who wants to complete her education or to enter a career?

High-quality Child Care is Needed

Arranging suitable child care is a constant problem for young women who wish to continue a career or an education. It is extremely difficult to find capable persons to care for children at a price which young mothers can afford. Many times, persons who are available to care for children are beset by such personal problems they are unable to invest emotional energy in a warm interaction with someone else's child. Furthermore, the quality of the language model or the degree of intellectual stimulation offered is not what the gifted young mother wishes for her child. This situation tends to reinforce any feelings of guilt or ambivalence the mother may already have concerning leaving her child in someone else's care. We have a real and urgent need for high-quality child-care centers!

Lack of Mobility

In today's "tight" job market, it is often an absolute necessity to relocate---to go where the jobs are. However, a woman's husband and family may be unable (or unwilling) to relocate to suit her opportunities. Lewis (1968b) relates the story of a well-known woman psychologist who overheard her teenaged

daughter tell a friend what happened when one of her parents received a job offer from another city. "When Daddy gets a job offer", the young girl said, "we discuss it and decide what's the best thing to do. When Mother gets a job offer, we all have a good laugh." (Lewis, 1968b, p. 7).

Discriminatory Hiring Practices

Fidell (1970) was able to document some evidence of discriminatory hiring practices in college and university psychology departments. Departmental chairmen were asked to respond to one of two forms containing descriptions of 10 hypothetical psychologists. One form contained descriptions of 6 male and 4 female psychologists; the other form used identical descriptions, but this time the 4 "female" psychologists were given masculine names and the 4 previously masculine names were changed to feminine names. Fidell found that when the hypothetical psychologists were described as being female, they were recommended by the department chairmen for hiring at lower levels (i.e., assistant professor or lower), as opposed to associate professor or higher when the same description was applied to a male!

Discriminatory Promotion Practices

Illustrative of the type of problems faced by women in academic settings, in addition to Fidell's findings, are the findings presented in a report by the Associated Students of the University of Washington Women's Commission (1970). This report indicates that, at the level of assistant professor (in 1969-70), female faculty members waited about twice as long before promotion as did male faculty members. The same report includes data documenting that women faculty members received lower salaries than male faculty members of similar rank.

Nepotism rules

In many institutions, nepotism rules function to deny employment to women who hold degrees in the same fields as their husbands. Regardless of the intent of such regulations, they function to restrict many qualified women from academic positions which would be convenient and suitable for them.

Problems in Choosing a Career

Sometimes gifted women, if they are to have a career at all, must enter fields which neither challenge nor reward them. Rezler (1967) points out that some employed women who are engaged in traditional, nurturant work fields (such as teaching or nursing) have selected these not out of personal desires and interests, but rather because these sorts of positions have usually been available in all parts of the country, and one can move out of and back into these fields with relative ease. (Rezler has characterized this situation as one in which young women with non-traditional vocational interests subjugate "personal reality" to "social reality".) [Today, however, we are already finding that the "traditional" occupational positions in public-school teaching are already becoming less available. The other "traditional", nurturant occupation--nursing--does remain open. However, there are currently serious problems in defining the role and duties of the nurse, as well as persistent difficulties concerning working hours, etc. Certainly not all gifted women can be utilized in or challenged by these fields. (Interestingly enough, what is really needed in both areas is an influx of men--both school students and hospital patients would undoubtedly benefit if these two occupational fields were to become less exclusively feminine.]

Lewis (1968a) has pointed out that many middle-class, employed women have essentially "lower-class" occupations, and Epstein (1970) has described middle-class women as "settling to the bottom" of the occupational structure. Many sources point out that, of all advanced degrees, a smaller proportion is being awarded to women today than was true 20 or 30 years ago. Groth (1969) has indicated that only about 1 out of 300 gifted women complete a doctorate.

It is small wonder that many women seem to vacillate--moving into and out of employment or educational programs. (This uncertainty about personal goals is, of course, taken by employers and educational administrators as further indication of the emotionality and undependability of women!) How many intelligent, sensitive women must feel uncomfortable participating full-time in either

world! If the woman is employed or in school, she undoubtedly remains burdened with household chores, worries about her child-care arrangements, is probably underpaid, or if she is a student, is less likely to be funded and probably feels pressured to excel academically. On the other hand, if she decides to give it all up and return to full-time housewifery, she is likely to not only feel frustrated and unfulfilled, but to find that community and family demands upon her time and energy are such that she (1) loses whatever personal identity she had, (2) still never gets all her work done, and (3) finds she cannot live up to the image which American advertisers promote as to what the modern housewife should do, look like, smell like, be like, feel like.

The "Too-Successful" Woman

Ginzberg (1966) has pointed out that the married woman's status is a derived status--that is, the kind of life the family leads depends primarily upon the husband's income, not hers. However, in a few cases, the woman's occupational and/or educational status is on a higher level than that of her husband. This situation is laden with potential conflict. The man whose wife is more "successful" or more highly paid than he needs a good deal of self-confidence in order to avoid feeling threatened or emasculated by this situation. Our society still thinks in terms of stereotypes and foreordained role assignments, and the woman who succeeds may pay a heavy price for her success.

When Barriers are Removed, Society Will Benefit

Foster (1971) has given a fascinating account of the impact of the socialization process upon the young white girl growing up in the deep south earlier in this century. Absolutely untrained and uneducated to be anything except a genteel lady, the one goal in life for every girl was to "marry well" (or at least, to marry). When those women failed to marry, or became widowed, they were usually forced to seek financial help from relatives. Foster points out that such situations increased the already terrible burdens borne by the men who were thus totally responsible for the care and support of children, wife,

inlaws, and various other relatives. --When a substantial portion of a society fails to be productive--and at the same time, fails to utilize its potential talents--the whole society suffers!

Society will be less and less able to permit this significant proportion of its population to either avoid the labor market or to settle into frustrating, stereotyped or underpaid jobs. There is already some social pressure to limit family size, and we can anticipate a good deal more of this--whatever the legal pressures (if any) turn out to be. In the future, women will be even less able to depend solely upon motherhood for self-fulfillment.

Not all barriers to potential affect women solely, of course. Torrance (1967) has pointed out that cultural restrictions discourage men from expressing creative but "feminine" qualities such as sensitivity, while women are discouraged from expressing "masculine" qualities such as independence and nonconformity. If freer expression of such qualities were permitted, the result might well be more creative, productive individuals--to the benefit of society.

What Can Workers in the Area of the Gifted Do?

Persons involved in gifted programs bear a particular responsibility in working toward breaking down some of these barriers. In dealing with gifted girls, we should make a conscious effort to reinforce their creativity, divergent thinking, and self-actualizing tendencies. We must let gifted girls know that they will need--and CAN attain--skills in "masculine" areas such as math, science--even mechanical skills. When by our own expectations we imply to them that they have little need of background in these and other such areas, we are to a considerable extent delimiting their future! This sort of cultural decision-making on the basis of sex amounts to discrimination--regardless of whether it is paternalistic--or even benevolent.

In addition to educating gifted youth, workers in the area also need to arrange counseling for each youngster--not the traditional, crisis-oriented

approach, but rather counseling to help these gifted youngsters anticipate and deal with the problems they face. We need to help girls maintain feelings of self-worth when they rebel against culturally-induced conformity and dependence, and to encourage them to be <u>themselves</u> so that they may pursue their individual interests and goals. We need to help them realize that they are accepted and valued on bases other than those of simply pleasing the teacher and/or getting good grades.

We particularly need to help gifted girls build strengths to face the difficulties they have in store. Because women's plans for a career so often depend upon the contingencies created by the needs and plans of husband and children, young women need to learn to tolerate uncertainty in their life goals <u>without</u> fully surrenduring their choices as to their own future. Additionally, as Lewis (1968a) has pointed out, some girls, having absorbed the idea that marriage and family are the fulfillment of their destiny, have little interest in planning ahead beyond the initial years of marriage and child-bearing. (Yet, they are in fact poorly prepared for this stage in their lives.) Career goals of female students may thus tend to be unimaginative. Lewis emphasizes that since a woman's entrance into a vocation may not take place until after her child-bearing years, it is highly important that the educational and vocational choices she makes as a girl be sufficiently related to her interests, capabilities and personality so that she will be encouraged to maintain (or even upgrade) these skills after a period of disuse.

Equally important, we need to help train gifted girls to find self-actualizing outlets during the times when they are likely to be confined to home and small children. In addition, girls need to be helped to build a realistic picture of what life will be like during those years.

Workers in the area of higher education need to provide realistic opportunities to gifted women who wish to return to school. Ginzberg (1966) points out that most academic institutions are geared to the "prototype of a man moving along steadily from one stage to the next except for a possible interruption

for military service" (pp. 184-5). Higher education institutions need to make modifications in order to meet the needs of adults with interrupted education or careers. Consideration also needs to be given to women who live long distances away from a training institution. In addition, of course, educational institutions must make scholarship and fellowship funds available on a non-discriminatory basis.

Social effort along a broad front will be necessary in order for all these problems to be eradicated. Educators, however, can be in the forefront by attempting to bring about desirable social change. There is a real need for such efforts on the part of those who are involved in programs for the gifted.

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Professional Women: Unused Potential in Education?

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I see a distant rider thundering accross the plains of educational technology caught in a cloud of choking dust that obsecures his identity. As the rider approaches it turns out that he is not a he but a she and upon dismounting from her horse she looks at the anxious crowd of educators about her and asks, " is it now time that the women in education can expect finally to find equal opportunity as professionals"? Administrators, supervisors, professors, and other gatekeepers of the educational castle moan in response for they had heard that on this day still another issue would be raised in education that would demand a solution but this they had not anticipated. Some in the crowd mumble that there are other problems more pressing then satisfying the ego needs of a group of women who should be taking care of their husbands children and tending to the homes from which they came. And so there it is. What is the problem if one truely exists for the gifted or professional women in gaining opportunity to participate actively in the various levels of the educational drama?

And here am I, a man, humble and confused for someone has said, " here, take this problem and resolve it somehow". And with some research completed in typical male objectivism I find that there may be no solution generally and only partial potential specifically for the individual woman.

A basic question is simply, is there discrimination in education against women relative to obtaining positions in the structure above the elementary or special educatin classroom. Do professional women who wish to direct their careers towards the administrative, higher education, or supervisory levels find that their sex is a basic barrier preventing them from obtaining such positions particularly in special education and allied areas.If such discrimination exists, how critical is it to the individual or to the field of special education which is always in need of competent vital professionals in its leadership? Finally, what are some of the issues involved and what are current trends or possibilities for the professional woman. The discussion here will be based primarily on a review of several studies completed in the area, interviews with school administrators in several Indiana schools, and department heads of such areas as special education, school administration, and business at the University level also in Indiana. The material is not tightly research oriented but rather the result of a general review of the foregoing areas submitted to the audience more in the form of an essay and hopefully stimulating stance on potential difficulties in the field. Our intent then is not so much to pin down documented evidence of the problem as it is to select various issues discovered and present them for each individual to consider in their own situation towards evaluation rather then generalization to the field as a whole. No arguements here are final but only a means of establishing a baseline against which each of us may appraise our own beliefs. Shall we enter the arena?

On July 2, 1964, the Civil Rights Act of 1964-Title VII, sex amendment included, became law. It went into effect on July 2, 1965. This law hopefully will and has provided more opportunity to women in employment areas though many women would find the law no more specifically helpful, just as do many negros, then if it did not exist at all. For discrimination is not always a tangable thing that can be seen and fought. So we could begin here and start our exploration at the basic discriminatory practices in employment in general except that our interest is in the gifted or professional woman and the concepts of general discrimination in employment based on sex may not have as much application to our area. Lets fleet through the world of business and/or education and briefly look at some of the issues facing the professional woman both in gaining training and in finally gaining a desired position.

First, it can quickly be found with some research into the statistics, it has only been in the early to middle sixties that training opportunities for women in such areas as the management level in both business and education have begun to open. If we search all about the rubble of cast away cultural concepts we find that a traditional and often non-verbal law has been that in managment and education the place of the woman was in either secretarial or helping functions and in teaching the young children of the nation. But as one rose into the lofty enterprize of management in either field one also rose into basic authority positions and authority with its aggressive behavioral components has traditionally been seen as a male function in the culture.

One need only take an extra anthropological leap from authority and aggression to see the underlying principle of the male role of racing accross the plain in search of meat as the female stays in the cave caring fortthe young and serving his needs. Still shorter steps take us to the almost ritualistic male behaviors in the mating dances and ultimate male-female dominance in sexual conquest and the female submission to his will and assurance, in return for sexual payment, of security and dependence. The " Naked Ape " has, if we accept that most of that discussion has some validity, reminded us somewhat graphically of the correlation between much of our current social behavioral norms and the basic animal behaviors of a few short centries ago. There can be little doubt that much of the resistance and often hostility of the male to the aggressive female who threatens both his professional status and male territory is too reminiscent of ancient tribal customs to make for polite social interchange once such behavior is challenged at a conscious and verbal level. So running throughout the professional world of management where aggressiveness and authority are the names of the game rules, let us be aware that much of the resistance to the invasion of the male world by women is somewhat tied to some very strong and crtical undertones of cultural tradition that is often neither apparent or even known by the male or female in their " professional" relationships. Let us remember that our culture, as most in the world, are founded upon the concepts held since time began that the male is the ruler of the jungle and this is not easy to alter. Yet for our very survial it may well be that such roles must change and

particularly at levels of human endeavor that will be responsible for providing the cutting edge of civilization that will provide for the security of tommorrow. Our need is for technology on one hand and more actualized human relationships on the other and in such lofty realities one reaches beyond male or female but into the ultimate existence of " being" which is neither male or female but the true expression of meaning in life. So here is our beginning and our goal in the race to not merely equalize the sexes but more importantly activate capacity for being in individuals male or female.

Now back to our basic discussion. Attention needs to be pressed to the realization that the current womens liberation movement and the basic issues of employment discrimination are not so relevant, important as they are to women generally, to the professional or gifted woman. It is suggested that what the gifted woman is reaching for is not to be equal to men, not to " take over" the male role of authority or aggressiveness, not to have an equal status in running the school, the University, or the nation. What these women are reaching for is the opportunity to express themselves through their abilities and to become involved in the more meaningful activities of the society that will challenge their talents and actualize their potential as individuals in a way that may be representative of what the current womens liberation movement may look towards many years hense. What the gifted woman may be saying is that not only men should seek to raise their level of meaningful life activity but women, as human beings, should have an equal opportunity to such endeavors and this is neither male or female it is simply human.

In 1963 women were admitted directly into the Harvard Business School. One has begun to hear isolated instances of the first woman engineer graduated from such and such or the first woman president of X Incorporated. But it is seldom, I have never heard of one, that you can say that a woman has been appointed superintendent or even assistant superintendent of schools. In education those areas traditionally thought of as " womens work" must, it appears generally, be supervised by a man. In the area of elementary education there is little doubt that the predominant sex is female and has been though there is an increasing number of men heading for the elementary school. There are doubtless many elementary supervisory poitions held by women but above that we usually find a male, or, if there is a female, this is about the only area except for nursing or social service where the higher administrative positions are held by women. But these positions are almost always departmental and in the majority of cases entail supervising an almost totally female staff and thus no threat is given to the male authority or aggressive characteristics. But look to positions in education that are general in supervisory responsibility or that involve several areas of school business and there is an obvious lack of womenpower.

The problems in the path of the rising woman are many including such areas as some positions, as Caroline Bird put it in her book, Born Female,that require a wife and since women don't have wifes it is difficult for them to be considered for a position such as the President of the United States. It appears that status attained in certain positions and the subsequent titles are more important to men then to women creating much interpersonal hostility

from men who may have been competing for the same position. In studies dealing with the nature of successful women in business and education at the upper levels Dr. Ginzberg, Hepburn Professor of Economics at the Graduate School of Business, Columbia University, found that women are more apt to change jobs and fields then men. Teachers tend to do well in business if they are gifted and have the drive such as Dr. Dorothy Gregg who went from an economics department in a University into a job promoting economic education in the public relations department of U.S. Steel. But women have less bargining power in both business and education in that women are often the first to go when economic difficulties come. As David Riesman, the Harvard sociologist said, " Our society really isn't set up to be very helpful to women who want to pursue careers rather then jobs". And this takes us to a major finding concerning gifted women in education and business. They are generally individuals who are seeking more from their careers then money though at the lower training levels of employment money is often a primary motivating factors For the gifted woman, however, a driving force apppears to be more founded in the sort of self actualization mentioned earlier. Often women will accept positions for less money then might be paid to a male on the same position and it is statistically obvious that women holding similiar positions to males are generally much lower on the income scale.

In 1966 only 6% of full professors in the United States were women and in another area, that of psychology, it takes women an avergge of 15.2 years to go from PhD to full professor while for

her male counterpart it requires only an average of 10.8 years. Dr. D.T. Hoffman at the University of Bridgeport in Connecticut found also that of 231 articles published in Psychology Today only 6,5 percent had women as senior authors. In special education the opportunities for the gifted women may be better then in the field generally or in business. Quick surveys of many special education fields such as administration and supervision yields a surprizing number of women directors and supervisors in school systems. But it must be remembered again that this is a level of staffing which is departmental and often the staff of the special education program is close to or totally female though this is rapidly changing. What will be interesting in the seventies is to see if the increasing numbers of teachers entering special education also bring with them a predominance of males to supervisory positions. The staffing of college level special education departments can be a fun study for a casual weekend for one finds predominantly female staffing patterns and then predominantly male staffing patterns. The determination of which it will be appears to tend towards which sex got there first and grabbed the department head position. It is interesting to note though that in this area there may be discrimination in both directions depending on whos holding the sticks at the moment. This area would make an interestings study for someone who had the opportunity to pursue it.

An area of delightful interest in the delimia of the woman seeking higher training and professional opportunity is the interaction between the sexes as the woman proceeds up the path of education. Aside from the foregoing barriers she meets the , Games people Play, sort

activity which often totally frustrates her in that it becomes obvious that she continues to be viewed as a sex object rather then a serious student or professional. The "rear patting", the suggestive and " pinging" verbalizations of subtle flirting from peers, professors, and even administrators all pose barriers for the woman working on her higher degree in training and, if she handles such interactions poorly, could spell the end of her training program. For the agressive and intelligent woman caught in a predominantly male environment as a professional she may find it difficult to be friendly with her male peers without pushing their"on button" creating endless suble " chases" in which noone really says anything but everything is implied. It is even totally possible that in some situations seduction of the female is seen unconsciously by the male of a means of domination which may have become impossible professionally and intellectually.

So it can be assumed that in response to the existence of discrimination against women in education we must reply with a definite yes. And, due to the nature of our culture in teaching sex differences, due to the nature of family structure, and to the sorts of relationships which are socially acceptable between male and female, it is likely that such discrimination will continue for some time to come. But at a specific level for the individual woman much may be possible. What are the sorts of common barriers held against women that the individual woman will have to face and somehow.....resolve.

In education and business some of the following reasons often constitute both the barriers to the gifted woman's desire to achieve more meaningful positions and also these constitute the often loosely defined rationale for not giving opportunity to women.

1. Women are unstable in that they often miss work due to taking time out to have children.

This has been a major problem both for the woman and for the organization with whom she works. However, this problem is becoming less important due to the " pill " which allows the woman to plan child bearing at logical and effective times which can continue to allow her to also proceed with a career. Of course, for the woman who is not married this is not a barrier and there are an increasing number of women who look towards careers rather then marriage and the traditional family life. But the belief by much of the male horde that the woman belongs in the home will not change rapidly and a growing number of unmarried and professional women moving into the professions usually dominated by men could cause some interesting personal delimias for the men.

2. Women tend to be emotional and incapable of meeting the crisis on the job.

Our culture does allow for the outward expression of emotions by the woman more freely then for the male. Unfortunately, the consequences of " holding ones emotions " for the male seems to have rather dramatic results such as ulcers and a variety of ailments common to the male. So one could seriously question that wemem are truely more emotional or if they are in fact only more honest and if in either case both are emotional with different learned culture styles in dealing with emotions. In any case, it should be more logical to imply that

emotional stability in the case under discussion, that of management and responsibility in either education or business, is a matter somewhat unique to the nature of the job. In essence, what may be commonly true about either sex may and likely will not be true in the lofty circles of upper management and education and it will most likely be that the individuals who populate such circles are not like the general population. Thus, the individual woman should be judged on capabilities needed in the management should such capability be held by male or female.

3. Women are poor at mathematics, have a knack for detail, cannot work in various climates, must work indoors, and women would rather be loved then equal.

There are dozens of such characteristics ascribed to women in general which often cannot be found in specific. In essence, there are a host of traditional beliefs, most not supported by research, which are used to deny entrance of women into various fields. It should be adaquate here to state that generalizations are very poor usually and likely illogical in the case of the gifted or professional woman in that she, like most of the men in similiar levels of activity, are not like the general norm of society and in many cases must be considered unique.

We could continue with myth digging but the point should be made that there is much to be thought of when considering the professional woman for first reactions may too often have been structured by our too often accepted generalizations. And in a time when as much brain power as possible is needed to resolve current and future problems in ecology, in disease, education, and in economics the discussion of sex should become insignificant when considering ability to meet such critical issues.

If we look at the traditional roles of women in business and education it becomes somewhat apparent that work is divided between the sexes on the basis of many cultural and social factors which may or may not be relevant in todays society. Caroline Bird also pointed out in her book accurately that fields dealing with cooperation-competition, helping-fighting, welfare-profit, and public sector-private sector. As one might guess women populate the cooperative, helping, welfare, and public sectors. It would, however, be difficult to evaluate the "goodness or badness" of such categories. Our concern has been to suggest that though there is discrimination towards women generally in business and education particularly at the upper management levels, there may be many specific characteristics of gifted women and those who train for the top that deny application of general discriminatory practices. For example, many professional women in such positions have been interviewed and though most agreed that there was,on the way up discrimination , many such women did not, " come up " so to speak but were thrust into positions of status and responsibility by some factor such as the death of a husband, other family factors, or almost by pure accident and subsequently were able to succeed in the position. Thus, many gifted women in both education and business see themselves as exceptions and it would appear that they are. Many who have worked their way up do not cling much to the issues of discrimation and often they state that the professional woman can succeed and that discrimination is not that much of a problem. Others discuss the satisfaction of working against such odds and even the delight of competing with men both professionally and sexually and thus what appears a problem to most is often a challenge to others.

Charles Benson, an economist specializing in the problems of schools, analyzes problems in the teaching profession in a book called, The Cheerful Prospect, where he recounts that equal pay for men and women has ruined the morale of the teaching profession for it fails to recognize that men and women work for different reasons. The problem of course with his analysis is that in todays schools one would likely find that many men and women work for money, though it is difficult to see that as a major motivation relative to the average salary level in education, but conversely many men and women do not find salary as a primarily motivator or reenforcer for remaining in the field. In essence, the differences between men and women may, on a standard norm,display many differences though it is suspected that today even gross differences are becoming less divergent. Finally though it may be found that within specific groups of teachers in various geographical regions that neither men nor women adhere much to whatever the national norms seem to indicate.

Business and education are both highly technological fields in todays society and neither can any longer be managed like one manages a war. Much sophistication, computorized and systematized prediction and control analysis is required and the games played are done more and more within the realm of gaming and sophisticated systems analysis and budgeting systems. Management is interested in responsive teamwork and group dynamics which is afterall a much more feminine than masculine quality.

With the changing norms of family life where even the well to do family finds the wife at least partially engaged in money making activities, there will be it is susposed in the next few

years more and more equalization of opportunity for both sexes not only in employment but in life style also. It can be imagined that a result of gifted or professional women in education and business may open new doors not only for employment opportunities but perhaps new views on interaction between the sexes will emerge which will create situations where men and women can exchange professional ideas and challenge each other both intellectually and as man and woman in healthy and responsive ways that stimulate the humanness of each to show but not to engage in primative ritualistic behaviors that only terminate in unproductive and short lived relationships. Thus, there is little doubt that the discrimination will continue for to change it at once would only open certain economic doors and though this may satisfy many women it will not likely be the objective of the professional or gifted women who are seeking more then money but rather the opportunity for actualization of their abilities.

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Program Comparison--Gifted and Educable Mentally Retarded

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What to choose for a dissertation topic? This is a question which must be faced by every doctoral student and a fascinating study could be done on other questions and thoughts which the candidate may have.

When this speaker began doctoral study, one major concern was, "How do you evaluate specific Special Education programs?" The basis was his experience of attempting to evaluate school districts' programs while serving as the State Supervisor of Special Education in the Louisiana State Department of Education. The major concern was with State laws and State Board of Education regulations which affected funding. The question continued to grow in concern throughout the study period.

During this period, a dissertation by Joseph S. Renzulli, THE EVALUATION OF PROGRAMS OF DIFFERENTIAL EDUCATION FOR THE GIFTED, University of Virginia, 1966, was read. It was discarded and then re-read several times but the evidence and concern finally dictated a parallel study in the area of the mentally retarded. Instruments for evaluation of either were practically non-existant. The speaker's dissertation is a point-by-point parallel of Renzulli's work.

The purpose of the Renzulli study was to isolate through systematic procedures a basic core of "key features" that could be used for program development and evaluation. The concept of key features represented an essential part of the rationale upon which the study was based and was defined as that concentration on a minimal number of highly significant features which will facilitate both program development and evaluation. This concept serves as a basis for

postulating that if the more essential features of a program are present and operating in an excellent degree, then the probability of less critical features being present is high. The key features were divided into "program requirements" which are expositions of principles and practices of differential education. "Scale features" were developed to represent criteria of merit that are capable of differentiating between varying degrees of program quality.

Another very important theory developed in the Renzulli study was that a select panel of well qualified, eminent judges can evaluate the adequacy of existing programs with a higher degree of validity than a larger by minimally involved group. Specific requirements were developed for the selection.

A list of program features for the gifted, as identified by Renzulli, served as the basic guide for the development of those in the McDuffie study. Some additions and deletions were deemed necessary by the literature concerning the retarded. Renzulli's panel of experts identified the following as the five most important features:

1. The Teacher-Selection and Training
2. The Curriculum-Purposefully Distinctive
3. Student Selection Procedures
4. A Statement of Philosophy and Objectives
5. Staff Orientation

The McDuffie panel identified:

1. The Teacher-Selection and Training
2. Student Selection and Placement Procedures
3. The Curriculum-Purposefully Distinctive At All Levels
4. Administrative Responsibility
5. A Statement of Philosophy and Objectives

The "Program Features" are essentially the same in both studies. Renzulli used a five point "Standards" scale while McDuffie used a four point scale because his panel of experts found five to be too confining.

These two studies devised experimental instruments which have rational or judgmental validity as the panels of experts aided in establishing. No further claims can be made until field testing is done, but it seems difficult to imagine that anyone can question the program features of either. There are:

1. Philosophy and Objectives--A school board that is interested in special educational programs for the gifted or the retarded will have a written statement concerning the theory, philosophy, and objectives for a differential program for these children.
2. Administrative Responsibility--The administration of a system must accept and work toward acceptance of the philosophy of special education; and that this acceptance be expressed in positive support of programs and the aims, goals, and objectives of the programs designed to meet the needs of gifted or retarded children if the program is successful.
3. The Curriculum--A curriculum comprising the differential education of these children must be clearly designed and purposefully differential studies must be an integral part of the total school program.
4. Adequacy of Instructional Facilities and Materials--These programs must receive parallel or adequate facilities and materials to accomplish the desired goals just as the regular programs supported by the schools.
5. The Teacher--The teachers must be selected with the established certification requirements of the State serving as minimum criteria.

6. Student Selection and Placement--Valid principles in behavioral sciences must govern the methods and practices concerning the conceptions of giftedness or mental retardation, identification procedures, and placement of students within an organized curriculum specifically designed for the specific exceptionality.

7. There must be an on-going continuous evaluation of each student, appropriate records, and activities that reflect the differences in aptitude and ability to perform at various levels of competency in different areas of student experiences.

There are other pertinent points which someone can and will raise. However, it must be remembered that a basic premise which was recognized in both studies is that if the more essential features of a program are present and operating in an excellent degree, the possibility of less critical features being present is high.

In conclusion, these features are necessary for any successful program for exceptional children, and especially for the gifted and the retarded. A similiar study is currently underway at Louisiana State University by a doctoral student in speech pathology. It is hypothosized at this time that his work will support the above statements. In this day of accountability, Special Educators must be able to support or reject their programs. Perhaps these two studies are a point of departure.